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ABSTRACT

Attitudes toward the academically gifted were examined in 83 experienced teachers and 100 juniors and seniors enrolled in a teacher education program. Using a questionnaire developed by Tannenbaum (1962), the characteristics of athleticism, diligence, and academic brilliance were examined as they affected perceptions of hypothetical high school students. Attitude correlates were defined as scholastic achievement, sex, and previous teaching experience of the rater. Results indicated that experienced teachers and future teachers, like high school students in Tannenbaum's study, viewed athleticism as the critical determinant of a person's likability. A copy of the questionnaire is appended. (Author/JD)

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Inservice and Preservice Teachers' Attitudes Toward the Academically Brilliant

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Running Head: TEACHERS' ATTITUDES TOWARD ACADEMICALLY BRILLIANT

Abstract

Attitudes toward the academically gifted were examined in 83 experienced teachers and 100 juniors and seniors enrolled in a teacher education program. Using a questionnaire developed by Tannenbaum (1962), the characteristics of athleticism, diligence, and academic brilliance were examined as they affected perceptions of hypothetical high school students. Attitude correlates were defined as scholastic achievement, sex, and previous teaching experience of the rater. Results indicated that experienced teachers and future teachers, like the high school students in Tannenbaum's study, viewed athleticism as the critical determinant of a person's likability.

Inservice and Preservice Teachers' Attitudes Toward the Academically Brilliant

Abraham Tannenbaum's now classic study of adolescent attitudes toward academic brilliance is often cited in literature on gifted education as evidence of the negative feelings that can cause gifted students to conceal their intelligence (1962). The present study, an extension of the work done by Tannenbaum, has sought to clarify the attitudes of another group speculated to have a powerful effect on gifted students' self concepts and behavior--their teachers.

The Tannenbaum Study

That intellectual talent is valued and should be fostered is a belief that few would have challenged in the post-Sputnik years in the United States. However, Abraham Tannenbaum, in 1962, published a monograph in which he questioned whether this belief was in fact widely held and reflected in action in our society. On the contrary, he speculated that the message being conveyed to our bright youth was that intelligence was something to be hidden.

Tannenbaum observed that many intellectually talented high school students channeled much of their energy into hiding their gifts. He questioned whether the group most influential on adolescent attitudes, their peers, held negative views of their

intelligent classmates. He theorized that students' low regard for intellectual pursuits would affect their own aspirations in that area as well as those of their school mates.

In researching the factors that influence adolescent acceptance of a peer, Tannenbaum became interested in investigating two other characteristics of that peer, besides intelligence, that he saw as important in determining acceptance. Effort was included to test Mead's assertion that diligence is valued and rewarded more than ability in our society (cited in Tannenbaum, 1962). Tannenbaum concurred that the strong Protestant ethic in this country probably led to a greater respect for success achieved by hard work than by natural talent. In his study of adolescent attitudes this characteristic was interpreted situationally as studiousness.

The last characteristic, unlike academic ability or effort, was chosen specifically because there was sufficient research evidence to establish its importance to adolescents. Athleticism was indicated as of paramount value to adolescents in studies by Olds, Biddulph, Strang, and Jones (cited in Tannenbaum, 1962). This attribute was included to determine the effects of such a high status characteristic on adolescent views of individuals possessing the other two.

Therefore, Tannenbaum determined to investigate the effects on the perceptions of high school students of these three

characteristics possessed by hypothetical peers.: (a) academic brilliance, (b) studiousness, and (c) athleticism. Each hypothetical student was depicted according to whether or not he/she possessed each of the characteristics. Thus, eight hypothetical students were described with every possible combination of the three dichotomous characteristics. Subjects were asked to respond to each stimulus character by reading a three-sentence description and then marking "yes" or "no" to indicate whether the student could be classified by any of a list of 54 descriptive phrases. Finally, subjects were asked to indicate if the hypothetical student was most likely a boy, girl, or either one.

Based upon studies reported by Hollingshead, Allen, and Kahl (cited in Tannenbaum, 1962), Tannenbaum hypothesized that the subjects' own relevant characteristics, such as intelligence and family educational background, would be positively related to their attitudes toward academic excellence. In addition, he looked at another relevant characteristic, sex, to determine whether there were differences between male and female high school students in their reported attitudes toward the three defining attributes of the stimulus characters.

The results of the initial investigation in a large urban high school in New York demonstrated that the subjects showed no strong reactions to the hypothetical characters based upon the

attribute of academic brilliance. Rather, it was the combination of the other two characteristics with the stimulus character's ability that determined the ranking. A nonstudious, athletic-minded character could be either brilliant or average with little difference in the rankings. However, if the stimulus character was studious and nonathletic, he was perceived more negatively if he was also brilliant than was his average counterpart. As the four athletic characters were ranked higher than the nonathletic, athleticism appeared to be the key determinant for social acceptance . In addition, nonstudious students were rated more positively than their studious counterparts (see Figure 1).

The characters who were ranked highest were most often depicted as male by subjects of both sexes. The subjects' own intellectual ability and family background appeared to be irrelevant.

When repeated at other schools, public and private, in other locations in the United States, the results were comparable. High school students everywhere disdained the brilliant, hardworking, nonathletic student.

The Present Study

The results of the Tannenbaum study may not be too surprising--that high school students favor the good athlete over the good student. Certainly, the results of such attitudes can

partially explain the reluctance of some brilliant students to have that brilliance discovered.

If peers are the most influential group on a high school student's self perceptions and attitudes, surely teachers must be influential, also. In fact, some studies have indicated that teacher attitudes and expectations can influence gifted students' performances and self perceptions (Bagsby, 1979; Pidgeon, 1971; Sutherland & Goldschmid, 1974). A normal outgrowth of Tannenbaum's research, then, is an investigation into the attitudes of teachers.

Attempts to measure teacher attitudes toward the gifted have reported mixed results. There are data to support the assertion that teachers tend to view gifted students positively (Cavin, 1980; Riggott, 1980), and give preferential treatment to such students (Rubovits & Maehr, 1973). On the other hand, Jacobs (1972) and Craven (1980) found that the measured attitudes of teachers toward the gifted was negative, and Painter's sample of teachers rated the gifted as less popular than their peers (1976). Others have noted the discomfort and resentment that teachers feel when with gifted children, and proposes that these feelings lead to apathy toward gifted education (Ginsberg & Weiner, 1980; Ginsberg-Riggs, 1981).

It seems reasonable to question whether these measured differences in attitude may be due to differences in the teachers

themselves. Rubenzer and Twaite, in a study of the attitudes of 1,200 educators toward the gifted and talented, found that differences in attitudes were related to the subjects' amount of teaching experience, the grade level taught, and whether or not they had had inservice training in gifted/talented education (1979). Weiss's investigation into the attitudes of university faculty toward gifted education lends credence to the assertion that personal characteristics and experience with gifted education can affect attitudes. She found that sex of the respondent was important in that the women reported more favorable attitudes, as did the teachers experienced with gifted services (1978).

Research comparing teacher attitudes toward the gifted with attitudes toward other groups has indicated that teachers regard intellectually gifted students positively when compared with mentally retarded, emotionally disturbed, and, to a lesser degree, physically handicapped students (Leyser & Abrams, 1982; Panda & Bartel, 1972; Parish, 1979). Yet, the teachers' regard for the academically brilliant when compared to other students possessing valued characteristics such as athleticism is unclear.

The perceptions of the teachers as to the sex of each stimulus character was of particular interest to us. In the years since Tannenbaum's study, much has happened to change perceptions of people as to the appropriate roles of males and females. We were interested to see if there would be a shift from the

Tannenbaum results which showed a tendency toward classifying the more favored characters as males, to one where more females would be designated; or at least, more characters would be classified as "either one". The results of recent studies have not clarified the issue. Blaubergs found in reviewing the literature in 1980 that teachers' expectations for gifted students were sex specific, and the male students were considered more capable. House (1979), on the other hand, found that teachers tended to describe gifted girls in a more favorable manner than gifted boys. The fact that they were still clearly stereotyping according to sex was not disputed.

Therefore, the purposes of this study were to:

1. Investigate the attitudes expressed by experienced teachers and teacher trainees toward students described as academically brilliant.

2. Examine the effects of other relevant characteristics, industriousness, athleticism, and sex, attributed to hypothetical students on the formation of the subjects' attitudes toward the students.

3. Investigate the effects of the subjects' relevant characteristics, scholastic achievement, experience, and sex, on their attitudes toward the hyothetical students.

Method

Subjects

Twenty-one male and 79 female students enrolled in an undergraduate educational psychology course in a large southern university agreed to participate in the study by completing Tannenbaum's attitude questionnaire (1962). In addition, these subjects signed a release form allowing the experimenters to obtain a copy of their verbal and quantitative SAT scores with the understanding that all data would be coded to protect individual privacy. The questionnaires completed by 25 of the students were not included in this analysis because the subjects completing them were not education majors. One student declined to participate citing discomfort with the idea of stereotyping individuals.

The graduate students who completed the questionnaire were enrolled in various graduate education courses at two moderate-sized southern universities. None of the students had training in gifted education. Three males and 79 females agreed to complete the questionnaire, whereas five students turned in incomplete questionnaires with no explanation. One student wrote the following explanation for not completing the instrument, "I do not believe that you can categorize a student with the 54 characteristics you list based on the descriptive paragraph...or at least this person is unaware of the stereotypes you seek. I don't form opinions without experiencing the child!" The author

of this comment retained anonymity as the subjects in this group, as well as those in the undergraduate group, were treated in accordance with the "Ethical Principles of Psychologists" (American Psychological Association, 1981). For the same reason, the students who did not choose to complete the questionnaire were allowed to turn in a blank or incomplete booklet without explanation.

Instrument

The instrument used in this study was the same as the one used by Tannenbaum with one exception (see Appendix). Tannenbaum included a single page vocabulary test as a measure of scholastic ability. For the present study, the vocabulary test was eschewed in favor of the use of SAT scores to determine scholastic ability.

For a more detailed description of the construction of the instrument the reader is referred to the Tannenbaum study (1962). However, a concise description is in order for ease in understanding the results of this study.

The first step in constructing the questionnaire was the creation of the stimulus characters. Each character was depicted in three sentences describing the hypothetical student as possessing or not each of the three relevant attributes. Therefore, the student was described in the first sentence as being brilliant or average, in the second as being studious or nonstudious, and in the third sentence as being athletic or

nonathletic. The resulting eight stimulus characters represented every combination of the three dichotomous attributes without alluding to the sex of the character in any way.

The second step was the development of a trait list to which the subjects would respond in describing the stimulus character. This list was built by collecting the descriptive phrases given by 200 students when asked to alternately describe the typical intelligent student or outstanding athlete. This collection of phrases was condensed by choosing only one trait or two from every cluster of synonymous terms. The resultant list of 54 terms was presented in the words of the high school respondents in order to retain the colloquial meanings and connotations. The traits were listed beneath the description of each stimulus character with directions to circle "yes" or "no" to indicate the degree to which each trait is typical of that person. Each stimulus character and trait list was given on a separate page with an item at the bottom asking each respondent to indicate whether the character was most probably a boy, girl, or either one.

The third step in the construction of the attitude questionnaire was delineation of each trait as desirable or undesirable. This was accomplished by having a group of 106 high school students rate each characteristic. When at least 70% of the group agreed that a trait was desirable or undesirable, the trait was classified accordingly. Eight traits were classified as

neutral because consensus was not reached. Of the remaining 46 traits, 27 were rated as desirable and 19 as undesirable.

Scoring Procedures

The attitudes toward each stimulus character were determined by assigning a numerical value to each of the ratings. A "yes" response to a desirable trait, or a "no" response to an undesirable trait was scored +1 indicating a positive attitude concerning that trait. Conversely, a "yes" response to an undesirable trait, or a "no" response to a desirable one was scored -1. Zero scores were assigned to any response to neutral items and omissions. A global score was derived by subtracting the sum of the negative responses from the sum of the positive responses. Thus, the higher the global score, the more positive the overall expressed attitude.

Reliability

In discussing the reliability of the questionnaire, Tannenbaum (1962) conceded that there was danger in a forced-choice type of instrument such as this of requiring respondents to make a choice based on scanty information about the characters. In fact, the complaints that he received from his subjects about stereotyping were very similar to the ones we received. Nevertheless, Tannenbaum found the split-half reliablity coefficients, obtained separately for scores on desirable and undesirable traits, to be adequate when corrected

with the Spearman-Brown formula ($r \geq .80$). He interpreted this internal consistency of the responses to mean that although some respondents objected to being required to form stereotypes, they were able to do so effectively.

Analysis of Data

The basic statistical procedure used to analyze data gathered from the preservice and inservice teachers was a three-way analysis of variance with teacher ratings as the dependent variable and the attributes of ability (brilliant-average), effort (studious-nonstudious), and athleticism (athletic-nonathletic) serving as the grouping variables. As Tannenbaum argued, such a design would allow for the examination of the three attributes independently and as they interact.

The sex assigned to each of the hypothetical students was tabulated. For the preservice group a separate tally was kept for male and female respondents. As only three males were in the group of inservice teachers, no count by sex was made.

To assess the effects of the subjects' relevant characteristics on their attitudes toward the hypothetical students, several procedures were followed. For the preservice teachers, product-moment correlation coefficients were calculated between students SAT scores and the ratings of the eight stimulus characters to determine whether a relationship existed between intelligence and perceptions of the characters. To determine if

the amount of teaching experience affected teachers responses to the stimulus characters a four way analysis of variance with years of teaching experience serving as a blocking variable (one to three years, four to ten years, and over ten years) was employed.

Results

The three-way analysis of variance for the inservice teachers' ratings yielded statistically significant results (See Table 1). Main effects were found for the attributes of effort ($F=9.27$, $p<.01$) and for athleticism ($F=181.16$, $p<.01$). Nonstudious stimulus characters received higher ratings than did studious characters and athleticism was valued more highly than nonathleticism. These findings were the same as with the adolescent samples of Tannenbaum. The three-way interaction of ability, effort, and athleticism was also found to be significant ($F=13.64$, $p<.01$). The rankings of all eight stimulus characters are very similar to those obtained by Tannenbaum. Students who were described as athletic were rated most highly, regardless of their other attributes. The brilliant-studious-nonathletic character, often the stereotype of the gifted student, was rated the lowest. See Figure 2 for a complete listing.

Examination of the effect of teaching experience on student ratings also returned significant results. Teachers with more experience rated the students higher than did beginning teachers ($F=7.144$, $p<.01$). There was also an ordinal interaction between

athleticism and years of experience. Though characters described as athletic received consistently high ratings, students who were described as nonathletic received higher ratings from the more experienced teachers.

The analyses of variance for the preservice teachers yielded very similar results. Males and females both rated nonstudious stimulus characters higher than studious ones ($F=5.15$, $p<.03$ and $F=12.03$, $p<.01$ respectively). Athleticism was again rated higher than nonathleticism and the three-way interaction was also significant. Results for the total group mirrored those of the female group (See Tables 2,3, and 4 for details). The ratings of individual stimulus characters were again in favor of the athlete and changed little with regard to intelligence. Preservice teachers' ratings of the eight characters, as in the case of the experienced teachers, was almost identical to those obtained by Tannenbaum (See Figure 3).

No correlation coefficients between SAT scores and ratings were significant. This indicates that responses may be independent of intellectual ability. This was exactly what Tannenbaum found in the original study.

Preservice teachers' patterns of sex typing of the stimulus characters parallelled those of the adolescents in the original study. Males were more likely to classify a character as male, and females tended to state it could be either. Those described

as athletic were three times more likely to be labelled as males than as females by either male or female respondents. Interestingly, inservice teachers were more likely to sex stereotype a student. They assigned a sex to a character 50 percent of the time while preservice teachers did so in only 33 percent of their responses.

Discussion

The current data indicate that the values expressed by the teachers in this study did not differ very much from those expressed by the adolescents in Tannenbaum's study almost a quarter of a century ago. Nor did attitudes toward academic brilliance change to any degree as a result of classroom experience. That attitudes do not change very quickly is perhaps not as surprising a result as that teachers hold values pertaining to school work, intelligence, and athleticism that are similar to the adolescents so many of them teach. In discussing the results with one of the undergraduate classes during debriefing, a student made a very insightful comment, "We responded similarly to the adolescents because we're not so far from being adolescents ourselves. We still think like they do."

This reasoning on the part of the undergraduate made sense, but what could explain the similar attitudes of the experienced teachers? Some of them have as much as 21 years experience, surely they do not still identify with adolescent values.

Instead, it may be that these experienced teachers, who had no training in gifted education, felt uncomfortable with gifted students as has been suggested by Ginsberg-Riggs (1981). Or perhaps their values just reflect those of the society at large that pays a professional athlete considerably more than an academician.

Whatever the cause of their attitudes, the fact that teachers do not value academic brilliance above other qualities in a student has implications for teacher training both at preservice and inservice levels. Intervention strategies designed to educate teachers about the needs and characteristics of the gifted can be successful at changing attitudes. The most positive results have been reported when a course on the gifted child is taken (Cohn, 1977; Solano, 1977). However, a model for inservice training (Hord, 1982), and a measure of attitudes of teachers with experience with the gifted program (Smidchens & Sellin, 1976) indicate that attitudes can be changed in the field, too. That other researchers did not observe changes in attitude toward the gifted after specific intervention or experience (Haring, 1958; Panda & Bartel, 1972), emphasizes the need for effective intervention strategies and research to identify the characteristics of such effective strategies.

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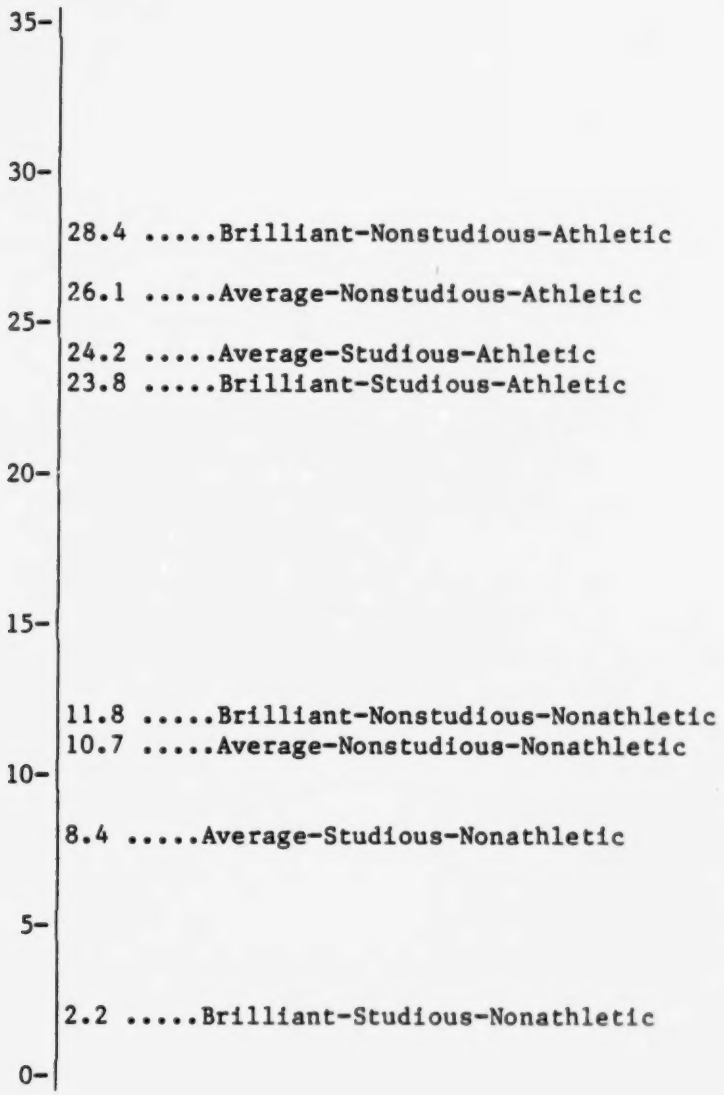

Figure 1. Mean Global Scores Ascribed to the Eight Stimulus Characters in Tannenbaum Study.

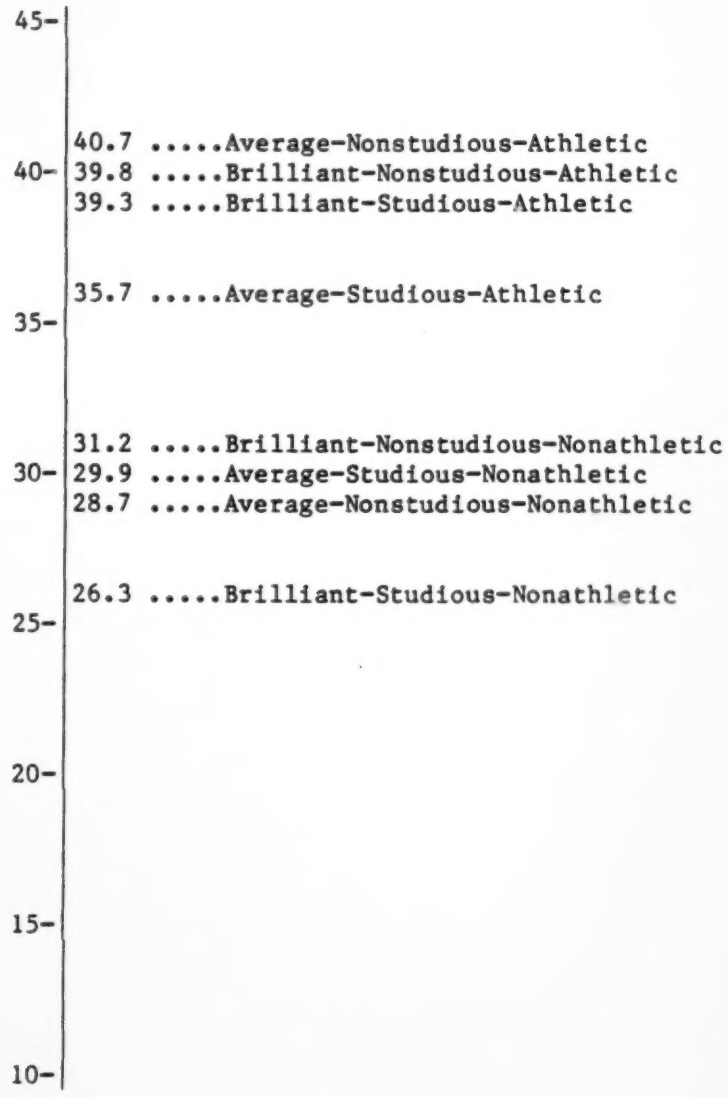

Figure 2. Mean Global Scores Ascribed to the Eight Stimulus Characters by 100 Preservice Teachers.

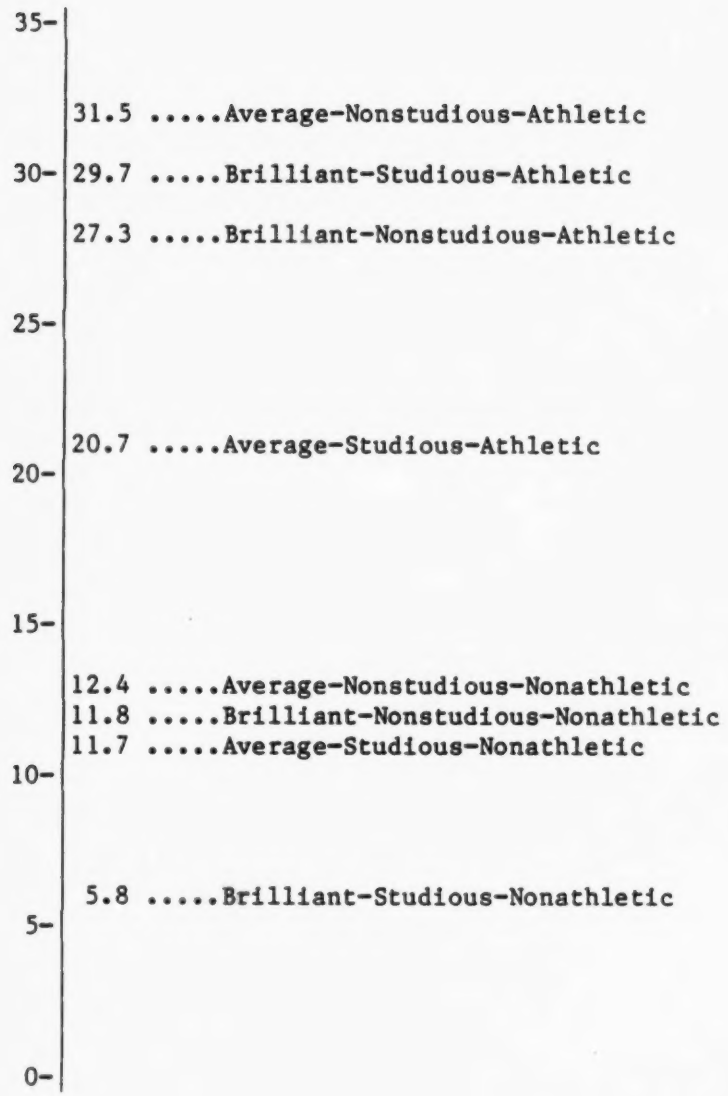

Figure 3. Mean Global Scores Ascribed to the Eight Stimulus Characters by 82 Teachers.

TABLE 1: Three-way Analysis of Variance of Mean Global Scores Ascribed by 100 Preservice Teachers to Eight Stimulus Characters. (N=100 per Character)

Source of Variation	Sums of Squares	df	F	Signif of F
Brilliant-Average	16.245	1	0.26	.610
Studious-Nonstudious	1058.000	1	16.90	.001
Athletic-Nonathletic	19266.845	1	307.73	.001
Interaction:Ability-Effort	50.000	1	0.80	.372
Interaction:Ability-Athleticism	222.605	1	3.56	.059
Interaction:Effort-Athleticism	42.320	1	0.68	.411
Interaction:Ability-Effort-Athleticism	1512.500	1	24.16	.001

TABLE 2: Three-way Analysis of Variance of Mean Global Scores Ascribed by Male Preservice Teachers to Eight Stimulus Characters. (N= 21 per Character)

Source of Variation	Sums of Squares	df	F	Signif of F
Brilliant-Average	228.667	1	3.32	.070
Studious-Nonstudious	354.381	1	5.15	.025
Athletic-Nonathletic	4842.881	1	70.38	.001
Interaction:Ability-Effort	85.710	1	1.25	.267
Interaction:Ability-Athleticism	224.023	1	3.26	.073
Interaction:Effort-Athleticism	4.024	1	0.06	.809
Interaction:Ability-Effort-Athleticism	148.595	1	2.16	.144

TABLE 3: Three-way Analysis of Variance of Mean Global Scores Ascribed by Female Preservice Teachers to Eight Stimulus Characters. (N= 79 per Character)

Source of Variation	Sums of Squares	df	F	Signif of F
Brilliant-Average	152.057	1	2.53	.112
Studious-Nonstudious	723.063	1	12.03	.001
Athletic-Nonathletic	14469.266	1	240.78	.001
Interaction:Ability-Effort	162.025	1	2.70	.101
Interaction:Ability-Athleticism	82.253	1	1.37	.243
Interaction:Effort-Athleticism	39.500	1	0.66	.418
Interaction:Ability-Effort-Athleticism	1404.057	1	23.36	.001

TABLE 4: Three-way Analysis of Variance of Mean Global Scores Ascribed by Inservice Teachers to Eight Stimulus Characters.
(N= 82 per Character)

Source of Variation	Sums of Squares	df	F	Signif of F
Brilliant-Average	32.935	1	.13	.721
Studious-Nonstudious	2329.129	1	9.28	.002
Athletic-Nonathletic	46643.934	1	181.16	.001
Interaction:Ability-Effort	633.455	1	2.46	.117
Interaction:Ability-Athleticism	1290.266	1	5.01	.026
Interaction:Effort-Athleticism	30.756	1	2.46	.117
Interaction:Ability-Effort-Athleticism	3512.079	1	13.64	.001

Years of teaching experience _____
Currently teaching grades _____

ATTITUDE QUESTIONNAIRE

To All Students:

This is part of a survey of attitudes toward several types of high school students. The purpose of this questionnaire is to get your opinions on them. This is not a test in which there are right and wrong answers. Your judgment is as good as the next person's. We ask you to cooperate by honestly expressing your true opinions.

Before filling in the pages of the questionnaire please supply the information requested about your parents, and take the vocabulary quiz.

Date_____ Career Goal_____

ID#_____ Sex_____ Major_____

Father's occupation_____

Father's education (please check all appropriate items):

_____ a) attended elementary school
_____ b) completed elementary school
_____ c) attended high school
_____ d) graduated from high school
_____ e) attended college
_____ f) graduated from college

Mother's occupation_____

Mother's education (please check all appropriate items):

_____ a) attended elementary school
_____ b) completed elementary school
_____ c) attended high school
_____ d) graduated from high school
_____ e) attended college
_____ f) graduated from college

On each of the following pages in this booklet you will find a short paragraph describing one type of high school student. Read the description carefully and then look at the words or phrases listed beneath it. You will find a YES and a NO next to each item. Circle the YES next to the word or phrase which you think usually characterizes the type of student described in the paragraph. Circle the NO next to the word or phrase which does not usually characterize the kind of student described in the paragraph.

Pupil A is a brilliant high school student who is always among the highest in class in all academic subjects. Pupil A spends more time at home studying school subjects and doing homework than do most students. Pupil A is sports-minded and participates in many athletic activities in school.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil A. Circle the NO if the word or phrase does not usually characterize a student like Pupil A.

Pupil A is				Pupil A			
YES	NO	1.	A good sport	YES	NO	32.	Has good manners
YES	NO	2.	A perfectionist	YES	NO	33.	Has a pleasing personality
YES	NO	3.	A teacher's pet	YES	NO	34.	Has good study habits
YES	NO	4.	A brain	YES	NO	35.	Has an open mind to all situations
YES	NO	5.	A walking dictionary	YES	NO	36.	Has good ideas
YES	NO	6.	A good school citizen	YES	NO	37.	Has an answer for every question
YES	NO	7.	A bookworm	YES	NO	38.	Has a well-rounded life
YES	NO	8.	A creep	YES	NO	39.	Takes criticism well
YES	NO	9.	A good conversationalist	YES	NO	40.	Brags about his (her) marks
YES	NO	10.	A good leader	YES	NO	41.	Complains about never knowing enough
YES	NO	11.	Spoiled	YES	NO	42.	Dislikes kids who get high marks
YES	NO	12.	Serious	YES	NO	43.	Likes school
YES	NO	13.	Nervous	YES	NO	44.	Talks about you behind your back
YES	NO	14.	Competitive	YES	NO	45.	Sticks with his (her) own crowd
YES	NO	15.	Proud of his (her) school work	YES	NO	46.	Dresses well
YES	NO	16.	Conscientious	YES	NO	47.	Wears glasses
YES	NO	17.	Dull	YES	NO	48.	Expresses himself (herself) well
YES	NO	18.	Mature	YES	NO	49.	Is in many extracurricular activities
YES	NO	19.	Cheerful	YES	NO	50.	Can take responsibility
YES	NO	20.	Shy	YES	NO	51.	Believes in all school work and no play
YES	NO	21.	Kind	YES	NO	52.	Can't get a date
YES	NO	22.	Nice looking	YES	NO	53.	Doesn't have much fun
YES	NO	23.	Obedient	YES	NO	54.	Doesn't care for the opposite sex
YES	NO	24.	Thin				
YES	NO	25.	Stuck-up				
YES	NO	26.	Studious				
YES	NO	27.	Quiet				
YES	NO	28.	Popular				
YES	NO	29.	Sociable				
YES	NO	30.	Healthy				
YES	NO	31.	Bright				

Check one:

Pupil A is most probably _____ a boy

_____ a girl

_____ either one

Pupil B is an average student who recieves fair grades in all academic subjects. Pupil B spends no more time at home studying school subjects and doing homework than do most students. Pupil B is sports-minded and participates in many athletic activities at school.

DIRECTIONS: Circle the YES is the word or phrase usually characterizes a student like Pupil B. Circle the NO if the word or phrase does not usually characterize a student like Pupil B.

			Pupil B is
YES	NO	1.	A good sport
YES	NO	2.	A perfectionist
YES	NO	3.	A teacher's pet
YES	NO	4.	A brain
YES	NO	5.	A walking dictionary
YES	NO	6.	A good school citizen
YES	NO	7.	A bookworm
YES	NO	8.	A creep
YES	NO	9.	A good conversationalist
YES	NO	10.	A good leader
YES	NO	11.	Spoiled
YES	NO	12.	Serious
YES	NO	13.	Nervous
YES	NO	14.	Competitive
YES	NO	15.	Proud of his (her) school work
YES	NO	16.	Conscientious
YES	NO	17.	Dull
YES	NO	18.	Mature
YES	NO	19.	Cheerful
YES	NO	20.	Shy
YES	NO	21.	Kind
YES	NO	22.	Nice looking
YES	NO	23.	Obedient
YES	NO	24.	Thin
YES	NO	25.	Stuck-up
YES	NO	26.	Studious
YES	NO	27.	Quiet
YES	NO	28.	Popular
YES	NO	29.	Sociable
YES	NO	30.	Healthy
YES	NO	31.	Bright

			Pupil B
YES	NO	32.	Has good manners
YES	NO	33.	Has a pleasing personality
YES	NO	34.	Has good study habits
YES	NO	35.	Has an open mind to all situations
YES	NO	36.	Has good ideas
YES	NO	37.	Has an answer for every question
YES	NO	38.	Has a well-rounded life
YES	NO	39.	Takes criticism well
YES	NO	40.	Brags about his (her) marks
YES	NO	41.	Complains about never knowing enough
YES	NO	42.	Dislikes kids who get high marks
YES	NO	43.	Likes school
YES	NO	44.	Talks about you behind your back
YES	NO	45.	Sticks with his (her) own crowd
YES	NO	46.	Dresses well
YES	NO	47.	Wears glasses
YES	NO	48.	Expresses himself (herself) well
YES	NO	49.	Is in many extracurricular activities
YES	NO	50.	Can take responsibility
YES	NO	51.	Believes in all school work and no play
YES	NO	52.	Can't get a date
YES	NO	53.	Doesn't have much fun
YES	NO	54.	Doesn't care for the opposite sex

Check one:

Pupil B is most probably _____ a boy

_____ a girl

_____ either one

Pupil C is a brilliant high school student who is always among the highest in class in all academic subjects. Pupil C spends no more time at home studying school subjects and doing homework than do most students. Pupil C is sports-minded and participates in many athletic activities at school.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil C. Circle the NO is the word or phrase does not usually characterize a student like Pupil C.

Pupil C is				Pupil C			
YES	NO	1.	A good sport	YES	NO	32.	Has good manners
YES	NO	2.	A perfectionist	YES	NO	33.	Has a pleasing personality
YES	NO	3.	A teacher's pet	YES	NO	34.	Has good study habits
YES	NO	4.	A brain	YES	NO	35.	Has an open mind to all situations
YES	NO	5.	A walking dictionary	YES	NO	36.	Has good ideas
YES	NO	6.	A good school citizen	YES	NO	37.	Has an answer for every question
YES	NO	7.	A bookworm	YES	NO	38.	Has a well-rounded life
YES	NO	8.	A creep	YES	NO	39.	Takes criticism well
YES	NO	9.	A good conversationalist	YES	NO	40.	Brags about his (her) marks
YES	NO	10.	A good leader	YES	NO	41.	Complains about never knowing enough
YES	NO	11.	Spoiled	YES	NO	42.	Dislikes kids who get high marks
YES	NO	12.	Serious	YES	NO	43.	Likes school
YES	NO	13.	Nervous	YES	NO	44.	Talks about you behind your back
YES	NO	14.	Competitive	YES	NO	45.	Sticks with his (her) own crowd
YES	NO	15.	Proud of his (her) school work	YES	NO	46.	Dresses well
YES	NO	16.	Conscientious	YES	NO	47.	Wears glasses
YES	NO	17.	Dull	YES	NO	48.	Expresses himself (herself) well
YES	NO	18.	Mature	YES	NO	49.	Is in many extracurricular activities
YES	NO	19.	Cheerful	YES	NO	50.	Can take responsibility
YES	NO	20.	Shy	YES	NO	51.	Believes in all school work and no play
YES	NO	21.	Kind	YES	NO	52.	Can't get a date
YES	NO	22.	Nice looking	YES	NO	53.	Doesn't have much fun
YES	NO	23.	Obedient	YES	NO	54.	Doesn't care for the opposite sex
YES	NO	24.	Thin				
YES	NO	25.	Stuck-up				
YES	NO	26.	Studious				
YES	NO	27.	Quiet				
YES	NO	28.	Popular				
YES	NO	29.	Sociable				
YES	NO	30.	Healthy				
YES	NO	31.	Bright				

Check one:

Pupil C is most probably _____ a boy

_____ a girl

_____ either one

Pupil D is an average student who receives fair grades in all academic subjects. Pupil D spends more time at home studying school subjects and doing homework than do most students. Pupil D is sports-minded and participates in many athletic activities at school.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil D. Circle the NO if the word or phrase does not usually characterize a student like Pupil D.

Pupil D is			
YES	NO	1.	A good sport
YES	NO	2.	A perfectionist
YES	NO	3.	A teacher's pet
YES	NO	4.	A brain
YES	NO	5.	A walking dictionary
YES	NO	6.	A good school citizen
YES	NO	7.	A bookworm
YES	NO	8.	A creep
YES	NO	9.	A good conversationalist
YES	NO	10.	A good leader
YES	NO	11.	Spoiled
YES	NO	12.	Serious
YES	NO	13.	Nervous
YES	NO	14.	Competitive
YES	NO	15.	Proud of his (her) school work
YES	NO	16.	Conscientious
YES	NO	17.	Dull
YES	NO	18.	Mature
YES	NO	19.	Cheerful
YES	NO	20.	Shy
YES	NO	21.	Kind
YES	NO	22.	Nice looking
YES	NO	23.	Obedient
YES	NO	24.	Thin
YES	NO	25.	Stuck-up
YES	NO	26.	Studious
YES	NO	27.	Quiet
YES	NO	28.	Popular
YES	NO	29.	Sociable
YES	NO	30.	Healthy
YES	NO	31.	Bright

Pupil D			
YES	NO	32.	Has good manners
YES	NO	33.	Has a pleasing personality
YES	NO	34.	Has good study habits
YES	NO	35.	Has an open mind to all situations
YES	NO	36.	Has good ideas
YES	NO	37.	Has an answer for every question
YES	NO	38.	Has a well-rounded life
YES	NO	39.	Takes criticism well
YES	NO	40.	Brags about his (her) marks
YES	NO	41.	Complains about never knowing enough
YES	NO	42.	Dislikes kids who get high marks
YES	NO	43.	Likes school
YES	NO	44.	Talks about you behind your back
YES	NO	45.	Sticks with his (her) own crowd
YES	NO	46.	Dresses well
YES	NO	47.	Wears glasses
YES	NO	48.	Expresses himself (herself) well
YES	NO	49.	Is in many extracurricular activities
YES	NO	50.	Can take responsibility
YES	NO	51.	Believes in all school work and no play
YES	NO	52.	Can't get a date
YES	NO	53.	Doesn't have much fun
YES	NO	54.	Doesn't care for the opposite sex

Check one:

Pupil D is most probably _____ a boy

_____ a girl

_____ either one

Pupil E is a brilliant high school student who is always among the highest in class in all academic subjects. Pupil E spends no more time at home studying school subjects and doing homework than do most students. Pupil E is not sports-minded and does not particpate in many athletic activities at school.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil E. Circle the NO if the word or phrase does not usually characterize a student like Pupil E.

Pupil E is				Pupil E			
YES	NO	1.	A good sport	YES	NO	32.	Has good manners
YES	NO	2.	A perfectionist	YES	NO	33.	Has a pleasing personality
YES	NO	3.	A teacher's pet				
YES	NO	4.	A brain	YES	NO	34.	Has good study habits
YES	NO	5.	A walking dictionary	YES	NO	35.	Has an open mind to all situations
YES	NO	6.	A good school citizen				
YES	NO	7.	A bookworm	YES	NO	36.	Has good ideas
YES	NO	8.	A creep	YES	NO	37.	Has an answer for every question
YES	NO	9.	A good conversationalist	YES	NO	38.	Has a well-rounded life
YES	NO	10.	A good leader	YES	NO	39.	Takes criticism well
YES	NO	11.	Spoiled	YES	NO	40.	Brags about his (her) marks
YES	NO	12.	Serious				
YES	NO	13.	Nervous	YES	NO	41.	Complains about never knowing enough
YES	NO	14.	Competitive				
YES	NO	15.	Proud of his (her) school work	YES	NO	42.	Dislikes kids who get high marks
YES	NO	16.	Conscientious	YES	NO	43.	Likes school
YES	NO	17.	Dull	YES	NO	44.	Talks about you behind your back
YES	NO	18.	Mature				
YES	NO	19.	Cheerful	YES	NO	45.	Sticks with his (her) own crowd
YES	NO	20.	Shy				
YES	NO	21.	Kind	YES	NO	46.	Dresses well
YES	NO	22.	Nice looking	YES	NO	47.	Wears glasses
YES	NO	23.	Obedient	YES	NO	48.	Expresses himself (herself) well
YES	NO	24.	Thin				
YES	NO	25.	Stuck-up	YES	NO	49.	Is in many extracurricular activities
YES	NO	26.	Studious				
YES	NO	27.	Quiet	YES	NO	50.	Can take responsibility
YES	NO	28.	Popular	YES	NO	51.	Believes in all school work and no play
YES	NO	29.	Sociable				
YES	NO	30.	Healthy	YES	NO	52.	Can't get a date
YES	NO	31.	Bright	YES	NO	53.	Doesn't have much fun
				YES	NO	54.	Doesn't care for the opposite sex

Check one:

Pupil E is most probably _____ a boy

_____ a girl

_____ either one

Pupil F is an average student who receives fair grades in all academic subjects. Pupil F spends no more time at home studying school subjects and doing homework than do most students. Pupil F is not sports-minded and does not participate in many athletic activities at school.

DIRECTIONS: Circle the YES is the word or phrase usually characterizes a student like Pupil F. Circle the NO if the word or phrase does not usually characterize a student like Pupil F.

Pupil F is

YES NO 1. A good sport
YES NO 2. A perfectionist
YES NO 3. A teacher's pet
YES NO 4. A brain
YES NO 5. A walking dictionary
YES NO 6. A good school citizen
YES NO 7. A bookworm
YES NO 8. A creep
YES NO 9. A good conversationalist
YES NO 10. A good leader
YES NO 11. Spoiled
YES NO 12. Serious
YES NO 13. Nervous
YES NO 14. Competitive
YES NO 15. Proud of his (her) school work
YES NO 16. Conscientious
YES NO 17. Dull
YES NO 18. Mature
YES NO 19. Cheerful
YES NO 20. Shy
YES NO 21. Kind
YES NO 22. Nice looking
YES NO 23. Obedient
YES NO 24. Thin
YES NO 25. Stuck-up
YES NO 26. Studious
YES NO 27. Quiet
YES NO 28. Popular
YES NO 29. Sociable
YES NO 30. Healthy
YES NO 31. Bright

Pupil F

YES NO 32. Has good manners
YES NO 33. Has a pleasing personality
YES NO 34. Has good study habits
YES NO 35. Has an open mind to all situations
YES NO 36. Has good ideas
YES NO 37. Has an answer for every question
YES NO 38. Has a well-rounded life
YES NO 39. Takes criticism well
YES NO 40. Brags about his (her) marks
YES NO 41. Complains about never knowing enough
YES NO 42. Dislikes kids who get high marks
YES NO 43. Likes school
YES NO 44. Talks about you behind your back
YES NO 45. Sticks with his (her) own crowd
YES NO 46. Dresses well
YES NO 47. Wears glasses
YES NO 48. Expresses himself (herself) well
YES NO 49. Is in many extracurricular activities
YES NO 50. Can take responsibility
YES NO 51. Believes in all school work and no play
YES NO 52. Can't get a date
YES NO 53. Doesn't have much fun
YES NO 54. Doesn't care for the opposite sex

Check one:

Pupil F is most probably _____ a boy
_____ a girl
_____ either one

Pupil G is a brilliant high school student who is always among the highest in class in all academic subjects. Pupil G spends more time at home studying school subjects and doing homework than do most students. Pupil G is not sports-minded and does not participate in many athletic activities at school.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil G. Circle the NO is the word or phrase does not usually characterize a student like Pupil G.

Pupil G is				Pupil G			
YES	NO	1.	A good sport	YES	NO	32.	Has good manners
YES	NO	2.	A perfectionist	YES	NO	33.	Has a pleasing personality
YES	NO	3.	A teacher's pet				
YES	NO	4.	A brain	YES	NO	34.	Has good study habits
YES	NO	5.	A walking dictionary	YES	NO	35.	Has an open mind to all situations
YES	NO	6.	A good school citizen				
YES	NO	7.	A bookworm	YES	NO	36.	Has good ideas
YES	NO	8.	A creep	YES	NO	37.	Has an answer for every question
YES	NO	9.	A good conversationalist	YES	NO	38.	Has a well-rounded life
YES	NO	10.	A good leader	YES	NO	39.	Takes criticism well
YES	NO	11.	Spoiled	YES	NO	40.	Brags about his (her) marks
YES	NO	12.	Serious				
YES	NO	13.	Nervous	YES	NO	41.	Complains about never knowing enough
YES	NO	14.	Competitive				
YES	NO	15.	Proud of his (her) school work	YES	NO	42.	Dislikes kids who get high marks
YES	NO	16.	Conscientious	YES	NO	43.	Likes school
YES	NO	17.	Dull	YES	NO	44.	Talks about you behind your back
YES	NO	18.	Mature				
YES	NO	19.	Cheerful	YES	NO	45.	Sticks with his (her) own crowd
YES	NO	20.	Shy				
YES	NO	21.	Kind	YES	NO	46.	Dresses well
YES	NO	22.	Nice looking	YES	NO	47.	Wears glasses
YES	NO	23.	Obedient	YES	NO	48.	Expresses himself (herself) well
YES	NO	24.	Thin				
YES	NO	25.	Stuck-up	YES	NO	49.	Is in many extracurricular activities
YES	NO	26.	Studious				
YES	NO	27.	Quiet	YES	NO	50.	Can take responsibility
YES	NO	28.	Popular	YES	NO	51.	Believes in all school work and no play
YES	NO	29.	Sociable				
YES	NO	30.	Healthy	YES	NO	52.	Can't get a date
YES	NO	31.	Bright	YES	NO	53.	Doesn't have much fun
				YES	NO	54.	Doesn't care for the opposite sex

Check one:

Pupil G is most probably _____ a boy

_____ a girl

_____ either one

Pupil H is an average student who receives fair grades in all academic subjects. Pupil H spends more time at home studying school subjects and doing homework than do most students. Pupil H is not sports-minded and does not participate in many athletic activities at shcool.

DIRECTIONS: Circle the YES if the word or phrase usually characterizes a student like Pupil H. Circle the NO if the word or phrase does not usually characterize a student like Pupil H.

			Pupil H is
YES	NO	1.	A good sport
YES	NO	2.	A perfectionist
YES	NO	3.	A teacher's pet
YES	NO	4.	A brain
YES	NO	5.	A walking dictionary
YES	NO	6.	A good school citizen
YES	NO	7.	A bookworm
YES	NO	8.	A creep
YES	NO	9.	A good conversationalist
YES	NO	10.	A good leader
YES	NO	11.	Spoiled
YES	NO	12.	Serious
YES	NO	13.	Nervous
YES	NO	14.	Competitive
YES	NO	15.	Proud of his (her) school work
YES	NO	16.	Conscientious
YES	NO	17.	Dull
YES	NO	18.	Mature
YES	NO	19.	Cheerful
YES	NO	20.	Shy
YES	NO	21.	Kind
YES	NO	22.	Nice looking
YES	NO	23.	Obedient
YES	NO	24.	Thin
YES	NO	25.	Stuck-up
YES	NO	26.	Studious
YES	NO	27.	Quiet
YES	NO	28.	Popular
YES	NO	29.	Sociable
YES	NO	30.	Healthy
YES	NO	31.	Bright

			Pupil H
YES	NO	32.	Has good manners
YES	NO	33.	Has a pleasing personality
YES	NO	34.	Has good study habits
YES	NO	35.	Has an open mind to all situations
YES	NO	36.	Has good ideas
YES	NO	37.	Has an answer for every question
YES	NO	38.	Has a well-rounded life
YES	NO	39.	Takes criticism well
YES	NO	40.	Brags about his (her) marks
YES	NO	41.	Complains about never knowing enough
YES	NO	42.	Dislikes kids who get high marks
YES	NO	43.	Likes school
YES	NO	44.	Talks about you behind your back
YES	NO	45.	Sticks with his (her) own crowd
YES	NO	46.	Dresses well
YES	NO	47.	Wears glasses
YES	NO	48.	Expresses himself (herself) well
YES	NO	49.	Is in many extracurricular activities
YES	NO	50.	Can take responsibility
YES	NO	51.	Believes in all school work and no play
YES	NO	52.	Can't get a date
YES	NO	53.	Doesn't have much fun
YES	NO	54.	Doesn't care for the opposite sex

Check one:

Pupil H is most probably: _____ a boy

_____ a girl

_____ either one